Form Purpose:

The Teacher Professional Growth Plan form is an evaluatee-initiated form to be used during the teacher evaluation process.

Form Design, Part 1:

RIDE.ri.gov

Rhode Island Department of Elementary and Secondary Education

Teacher Professional Growth Plan

The purpose of the Professional Growth Plan is to document your Professional Growth Plan Goals and Actions.

Professional Growth Plan Guidance

All teachers will create a Professional Growth Plan at the beginning of the year. This plan requires one concrete goal to focus the teacher's professional development throughout the year. More specifically, the Professional Growth Plan should be:
- based on the teacher's past performance (e.g., prior evaluation or self-assessment) or a school or district initiative (e.g., transitioning to the Common Core);
- specific and measurable, with clear benchmarks for success;
- aligned with the Teacher Professional Practice and/or Professional Foundations Rubrics; and
- discussed and finalized during or directly after the Beginning-of-Year Conference.

Flexibility Factor: Schools and districts may determine that a school-wide approach for one professional growth goal is preferable. It is also important that teachers are able to set individual goals designed to meet their professional improvement needs identified through past performance. This may result in some teachers establishing two professional growth goals as part of their PGP.

Note: Teachers may develop multi-year Professional Growth Plans with annual benchmarks, activities, and expected results.

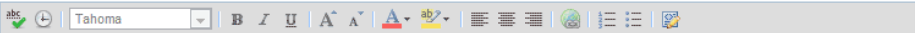**Summary of Self-Assessment Priority Growth Areas**

NONE

Priority Growth Areas will display above if a Self-Assessment was completed.

Growth Goal #1 (required)

State your goal. How do you want to grow professionally?

Goal #1:

Alignment to Professional Practice:

Select the Teacher Professional Practice component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Practice components, move to the Alignment to Professional Foundations section.

- ☐ 2a. Creating an Environment of Respect and Rapport
- ☐ 2b. Establishing a Culture for Learning
- ☐ 2c. Managing Classroom Procedures
- ☐ 2d. Managing Student Behavior

- ☐ 3a. Communicating with Students
- ☐ 3b. Using Questioning and Discussion Techniques
- ☐ 3c. Engaging Students in Learning
- ☐ 3d. Using Assessment in Instruction

Teacher Professional Practice Rubric
Details can be found starting on page 75 of the *RI Model Teacher Evaluation and Support System Guidebook - Edition II (click to launch)*.

Alignment to Professional Foundations:

Select the Teacher Professional Foundations component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Foundations components, move to the next section.

- ☐ PF1: Understand and participates in school/district-based initiatives and activities
- ☐ PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress
- ☐ PF3: Acts on the belief that all students can learn and advocates for students' best interests
- ☐ PF 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions

- ☐ PF 5: Acts ethically and with integrity while following all school, district, and state policies
- ☐ PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators
- ☐ PF 7: Plans effectively based on accurate knowledge of how children learn and develop
- ☐ PF 8:Uses data appropriately to plan instruction for a diverse group of learners

Form Design, Part 2:

Action Steps:
What will you do to acquire this knowledge/skill? Write **at least one** action step that describe what you will do to meet your goal.

Action Step #1

Action Step #2

Action Step #1 - Benchmarks

Set **at least one benchmark** to check your progress throughout the year.

By: [   ]

Identify what you plan to accomplish.

By: [   ]

Identify what you plan to accomplish.

Action Step #2 - Benchmarks

Set **at least one benchmark** to check your progress throughout the year.

By: [   ]

Identify what you plan to accomplish.

By: [   ]

Identify what you plan to accomplish.

Evidence of Achievement

Evidence of Achievement: How will you know your goal has been met?

Possible Evidence Sources (select all that apply)

- ☐ Observation Records
- ☐ Student Work
- ☐ Curricular Materials
- ☐ Assessments
- ☐ Professional development materials and reflections
- ☐ Other

- ☐ Lesson Plans/Unit Plans
- ☐ Student Surveys
- ☐ Student Data
- ☐ Documentation of communications with parents, colleagues, and students
- ☐ Journals

Evidence:
Use the Artifact Tool, accessible from your Educator dashboard, to upload and align evidence of professional growth, progress or attainment at any point during the year. View uploaded artifacts below.

Professional Growth Plan Artifacts

Loading Artifact Report...

At the end of the year, identify the extent to which your goal has been achieved.

Goal #1 Status:
- ○ Achieved
- ○ In Progress

- ○ Not Achieved

Form Design, Part 3:

Growth Goal #2 (optional)

State your goal. How do you want to grow professionally?

Goal #2:

[Rich text editor toolbar]

Alignment to Professional Practice:

Select the Teacher Professional Practice component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Practice components, move to the Alignment to Professional Foundations section.

- [ ] 2a. Creating an Environment of Respect and Rapport
- [ ] 2b. Establishing a Culture for Learning
- [ ] 2c. Managing Classroom Procedures
- [ ] 2d. Managing Student Behavior
- [ ] 3a. Communicating with Students
- [ ] 3b. Using Questioning and Discussion Techniques
- [ ] 3c. Engaging Students in Learning
- [ ] 3d. Using Assessment in Instruction

Teacher Professional Practice Rubric:
Details can be found starting on page 75 of the *RI Model Teacher Evaluation and Support System Guidebook - Edition II (click to launch)*.

Alignment to Professional Foundations:

Select the Teacher Professional Foundations component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Foundations components, move to the next section.

- [ ] PF1: Understand and participates in school/district-based initiatives and activities
- [ ] PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress
- [ ] PF3: Acts on the belief that all students can learn and advocates for students' best interests
- [ ] PF 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions
- [ ] PF 5: Acts ethically and with integrity while following all school, district, and state policies
- [ ] PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators
- [ ] PF 7: Plans effectively based on accurate knowledge of how children learn and develop
- [ ] PF 8: Uses data appropriately to plan instruction for a diverse group of learners

---

Action Steps:
What will you do to acquire this knowledge/skill? Describe the steps will you take to reach your goal. Be as succinct and specific as possible.

Action Step #1:

[Rich text editor toolbar]

Action Step #2:

[Rich text editor toolbar]

Action Step #1 - Benchmarks

Set **at least one benchmark** to check your progress throughout the year.

By: [   ]

Identify what you plan to accomplish.

[Rich text editor toolbar]

By: [   ]

Identify what you plan to accomplish.

[Rich text editor toolbar]

Action Step #2 - Benchmarks

Set **at least one benchmark** to check your progress throughout the year.

By: [   ]

Identify what you plan to accomplish.

[Rich text editor toolbar]

By: [   ]

Identify what you plan to accomplish.

[Rich text editor toolbar]

Evidence of Achievement

Evidence of Achievement: How will you know your goal has been met?

[Rich text editor toolbar]

Possible Evidence Sources (select all that apply)

- [ ] Observation Records
- [ ] Student Work
- [ ] Curricular Materials
- [ ] Assessments
- [ ] Professional development materials and reflections
- [ ] Other
- [ ] Lesson Plans/Unit Plans
- [ ] Student Surveys
- [ ] Student Data
- [ ] Documentation of communications with parents, colleagues, and students
- [ ] Journals

Evidence:
Use the Artifact Tool, accessible from your Educator dashboard, to upload and align evidence of professional growth, progress or attainment at any point during the year. View uploaded artifacts below.

Professional Growth Plan Artifacts

Loading Artifact Report...

At the end of the year, identify the extent to which your goal has been achieved.

Goal #2 Status:
- ( ) Achieved
- ( ) In Progress
- ( ) Not Achieved

[Print]

Note: Growth Goal #2 contains the same fields as Growth Goal #1, which can be seen more clearly on the preceding pages.

Process Overview

1. Locate the Form in the Task List

Located on the educator dashboard (i.e. the "My Evaluation Cycle" tab), the **Task List** is the tabbed area beneath Student Learning Objectives and Professional Growth Plan modules. All forms you have access to appear on the "All" tab and you can also use the "Action Required" tab to find only those forms currently requiring your action or waiting to be initiated by you.

After locating the **Teacher Professional Growth Plan** in the Task List, click the "Submit" action link adjacent to the form title. This will launch the form in its own tab/window.

2. Complete the Form

1. **Note:** If you have already submitted (or plan to submit) the optional Self-Assessment, it is recommended that you do so prior to completing the Professional Growth Plan. This is because the first section on the Professional Growth Plan form – the **Summary of Self-Assessment Priority Growth Areas** – imports its data from the Self-Assessment form. If you do not complete the Self-Assessment, this area will display the word "None."

2. Below the Summary of Self-Assessment Priority Growth Areas is where Teachers can enter up to two growth goals. **Growth Goal #1** is required, but **Growth Goal #2** is optional. The form fields are identical for both goals.

3. For each goal, state your objective and its alignment to Professional Practice and Professional Foundations components in the sections provided. The **Alignment** sections are multi-select, so multiple checkboxes can be checked.

4. For each goal, teachers should enter at least one **Action Step** describing what will be done to meet the goal.

5. For each Action Step, teachers should identify at least one **Benchmark**, inputting a checkpoint date (using the date selector adjacent to "**by:**") and what you plan to accomplish by that date in the space provided.

6. For each goal, teachers should provide **Evidence of Achievement** and **Possible Evidence Sources** in the spaces provided. Uploaded **Professional Growth Plan Artifacts** can also be viewed in this section.

7. The final field at the bottom of each goal reflects its **Status**. (Note: At the beginning of the year, teachers should indicate a Status of "In Progress." At the end of the year, teachers should review/edit this form and indicate the extent to which this goal was achieved .)
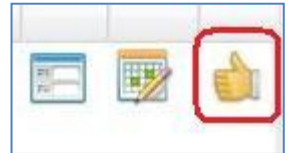
8. Click **Submit**.

3. Form Acknowledgement

As per Form Settings, this form does not require acknowledgement by the Evaluatee.

4. Finalize the Form (To be completed by the Evaluator)

The Finalize Element function is found in the **Evaluation Profile** of the **Process View.**

1. From the user's **Evaluation Profile,** expand components to locate the form in question.

2. Click the Finalize (thumbs up) icon to the right of the Schedule icon.

3. Select:

   - "Finalize the element" and click Submit on the pop-up window to immediately finalize the form.

   OR

   - "Route to Administrator" and click Submit in cases where another evaluator needs to review and finalize the form.

   NOTE: Check the Notify User box, if you wish to send an email to the educator indicating that the form has been finalized or routed to another evaluator to finalize.